



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2009
Code: 12051516
SAU: MSAD 11
School: Gardiner Regional Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science Results	10-12

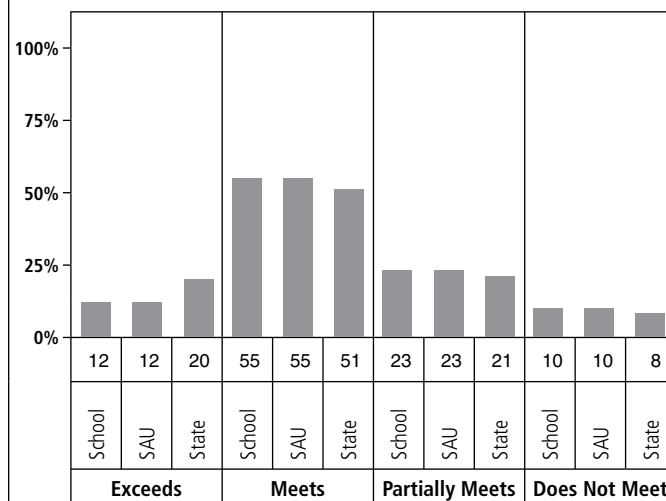
SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: MSAD 11
School: Gardiner Regional Middle School

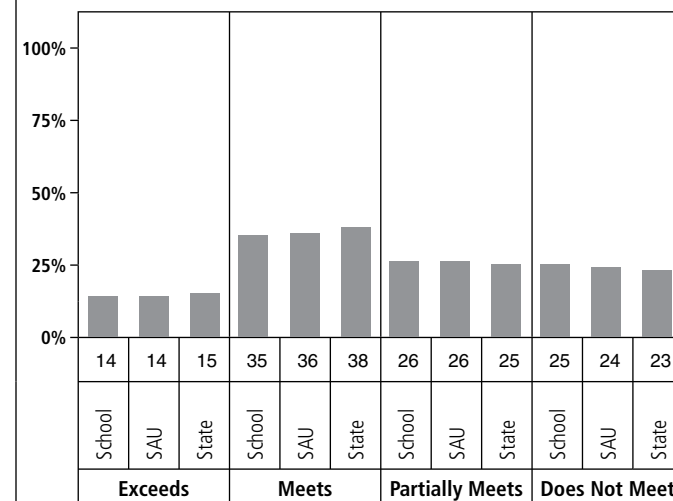
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	845	845	847
2007–2008	843	843	849
2008–2009	847	847	850
Cum. Avg.*	845	845	849
Mathematics			
2006–2007	841	841	842
2007–2008	837	837	841
2008–2009	841	841	843
Cum. Avg.*	840	840	842
Science			
2008–2009 **	844	844	846

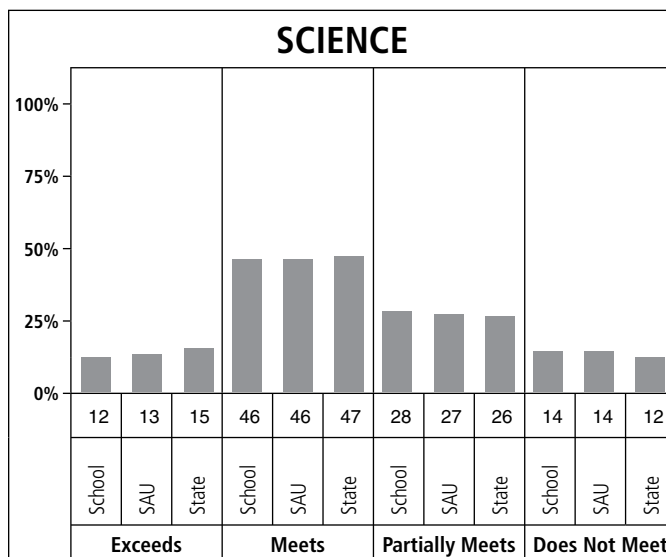
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

** Because science standards were reset in May 2009, no historical data are available

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 8
SAU: MSAD 11
School: Gardiner Regional Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	169	100	170	100	14804	100	168	99	169	99	14659	99	168	99	169	99	14653	99	168	99	169	99	14626	99
Ethnicity African American/Black	3	2	3	2	377	3	3	100	3	100	366	97	3	100	3	100	371	98	3	100	3	100	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	0	0	0	0	238	2	0	0	0	0	232	97	0	0	0	0	234	98	0	0	0	0	234	98
Hispanic	2	1	2	1	192	1	2	100	2	100	188	98	2	100	2	100	191	100	2	100	2	100	190	99
Caucasian/White	164	97	165	97	13878	94	163	99	164	99	13756	99	163	99	164	99	13742	99	163	99	164	99	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	25	15	25	15	2489	17	25	100	25	100	2434	99	25	100	25	100	2424	98	25	100	25	100	2418	98
Current LEP	0	0	0	0	349	2	0	0	0	0	331	95	0	0	0	0	342	98	0	0	0	0	338	97
Economically disadvantaged	62	37	62	36	5460	37	61	98	61	98	5380	99	61	98	61	98	5377	99	61	98	61	98	5359	98
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	144	85	145	85	12132	82	143	85	144	85	12124	82	144	85	145	85	12169	82
Identified disability (PET/IEP)	1	1	1	1	379	3	1	1	1	1	380	3	1	1	1	1	425	3
LEP	0	0	0	0	166	1	0	0	0	0	169	1	0	0	0	0	168	1
504 plan	5	3	5	3	200	2	5	3	5	3	200	2	5	3	5	3	202	2
Participation with accommodations	23	14	23	14	2349	16	24	14	24	14	2347	16	23	14	23	14	2288	15
Identified disability (PET/IEP)	23	100	23	100	1877	80	23	96	23	96	1862	79	23	100	23	100	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	1	4	1	4	70	3	1	4	1	4	70	3	1	4	1	4	66	3
Other	0	0	0	0	292	12	1	4	1	4	297	13	0	0	0	0	280	12
Participation through alternate assessment (PAAP)	1	1	1	1	178	1	1	1	1	1	182	1	1	1	1	1	169	1
Identified disability (PET/IEP)	1	100	1	100	178	100	1	100	1	100	182	100	1	100	1	100	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
Non-participation – other	1	1	1	1	113	1	1	1	1	1	117	1	1	1	1	1	140	1

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 8
SAU: MSAD 11
School: Gardiner Regional Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	22	13	22	13	2407	16
	2007-2008	18	10	18	10	3428	23
	2008-2009	20	12	20	12	2857	20
	Cum. Total*	60	12	60	12	8692	19
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	81	48	81	48	7494	49
	2007-2008	77	42	76	42	7179	48
	2008-2009	92	55	93	55	7431	51
	Cum. Total*	250	48	250	48	22104	49
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	34	20	34	20	3628	24
	2007-2008	57	31	57	31	2706	18
	2008-2009	38	23	38	23	2979	21
	Cum. Total*	129	25	129	25	9313	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	32	19	32	19	1810	12
	2007-2008	32	17	32	17	1611	11
	2008-2009	17	10	17	10	1214	8
	Cum. Total*	81	16	81	16	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	33.8	60.4	33.8	60.4	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.7	58.5	11.7	58.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.1	61.4	22.1	61.4	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: MSAD 11
 School: Gardiner Regional Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	167	20	12	92	55	38	23	17	10	847	168	12	55	23	10	847	14481	20	51	21	8	850
Ethnicity																						
African American/Black	3										3						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	0										0						231	28	43	19	10	851
Hispanic	2										2						186	17	48	23	12	847
Caucasian/White	162	19	12	91	56	36	22	16	10	847	163	12	56	22	10	847	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	24	0	0	7	29	9	38	8	33	834	24	0	29	38	33	834	2256	2	25	40	34	834
No	143	20	14	85	59	29	20	9	6	849	144	14	60	20	6	849	12225	23	56	17	4	853
Current LEP																						
Yes	0										0						324	5	34	36	26	838
No	167	20	12	92	55	38	23	17	10	847	168	12	55	23	10	847	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	61	5	8	27	44	16	26	13	21	841	61	8	44	26	21	841	5277	10	46	29	15	844
No	106	15	14	65	61	22	21	4	4	850	107	14	62	21	4	850	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	167	20	12	92	55	38	23	17	10	847	168	12	55	23	10	847	14476	20	51	21	8	850
Gender																						
Female	82	14	17	44	54	17	21	7	9	849	82	17	54	21	9	849	7074	25	51	18	6	852
Male	85	6	7	48	56	21	25	10	12	845	86	7	57	24	12	845	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	9	43	35	14	843
No	167	20	12	92	55	38	23	17	10	847	168	12	55	23	10	847	13624	20	52	20	8	850
Gifted/talented program																						
Yes	0										0						700	69	30	1	0	867
No	167	20	12	92	55	38	23	17	10	847	168	12	55	23	10	847	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: MSAD 11
School: Gardiner Regional Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	3	50	0	0	3	50	831	4	0	50	0	50	831	8	8	39	29	24	841
B. less than one hour	49	11	14	48	59	18	22	4	5	849	49	13	60	22	5	849	51	17	53	22	8	849
C. one to two hours	44	6	8	38	52	19	26	10	14	846	43	8	52	26	14	846	36	24	52	18	5	852
D. more than two hours	4	3	43	3	43	1	14	0	0	854	4	43	43	14	0	854	5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	12	24	29	58	7	14	2	4	854	30	24	58	14	4	854	31	35	50	11	4	856
B. good	40	4	6	38	57	15	22	10	15	844	40	6	57	22	15	845	47	16	55	21	7	849
C. fair	24	3	8	21	53	12	30	4	10	843	24	8	53	30	10	843	18	5	47	33	15	842
D. poor	6	1	10	4	40	4	40	1	10	843	6	10	40	40	10	843	3	2	39	37	22	839
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	6	11	36	65	10	18	3	5	850	33	11	65	18	5	850	32	27	54	14	5	853
B. They match some of what I have learned.	48	11	14	47	59	17	21	5	6	849	48	14	59	21	6	849	52	18	53	22	8	850
C. They match just a little of what I have learned.	15	3	12	7	28	7	28	8	32	838	15	12	28	28	32	838	12	11	45	29	15	844
D. There is no match.	4	0	0	2	29	4	57	1	14	837	4	0	29	57	14	837	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	11	4	21	7	37	6	32	2	11	846	11	21	37	32	11	846	15	13	42	28	17	844
B. about the same as my regular schoolwork	59	9	9	59	60	21	21	9	9	847	58	9	60	21	9	847	64	19	53	20	7	850
C. easier than my regular schoolwork	30	7	14	26	52	11	22	6	12	847	30	14	53	22	12	847	22	25	52	16	6	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	2	15	4	31	4	31	3	23	839	8	15	31	31	23	839	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	49	11	13	39	48	21	26	11	13	846	49	13	48	26	13	846	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	43	7	10	48	68	13	18	3	4	850	43	10	68	18	4	850	40	30	53	13	4	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	29	9	19	22	46	11	23	6	13	846	29	19	46	23	13	846	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	60	11	11	60	61	19	19	9	9	849	60	11	61	19	9	849	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	11	0	0	10	56	6	33	2	11	843	11	0	56	33	11	843	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	14	2	8	15	63	6	25	1	4	849	14	8	63	25	4	849	19	26	53	15	6	853
B. 20 minutes to an hour	43	12	17	39	54	14	19	7	10	849	43	16	55	19	10	849	40	25	52	17	6	852
C. less than 20 minutes	13	3	14	11	50	6	27	2	9	846	13	14	50	27	9	846	15	18	51	21	10	849
D. I rarely read at home.	29	3	6	27	55	12	24	7	14	843	29	6	55	24	14	843	26	7	50	30	13	844
How do you feel about the following statement?																						
"My knowledge of reading will be useful to me as an adult."																						
A. strongly agree	35	10	17	30	52	12	21	6	10	849	35	17	52	21	10	849	42	27	51	15	6	853
B. agree	53	7	8	55	62	17	19	10	11	846	54	8	62	19	11	846	50	15	53	23	9	848
C. disagree	7	1	9	6	55	4	36	0	0	845	7	9	55	36	0	845	7	8	46	32	14	843
D. strongly disagree	5	2	22	1	11	5	56	1	11	844	5	22	11	56	11	844	2	6	39	35	21	840
Optional school/SAU question																						
A.	56	0	0	1	20	3	60	1	20	835	56	0	20	60	20	835						
B.	11	0	0	0	0	1	100	0	0	834	11	0	0	100	0	834						
C.	33	1	33	0	0	0	0	2	67	837	33	33	0	0	67	837						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 8
SAU: MSAD 11
School: Gardiner Regional Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	24	14	24	14	1952	13
	2007-2008	16	9	16	9	1657	11
	2008-2009	23	14	23	14	2116	15
	Cum. Total*	63	12	63	12	5725	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	64	38	64	38	5870	38
	2007-2008	50	27	50	27	5956	40
	2008-2009	59	35	60	36	5443	38
	Cum. Total*	173	33	174	33	17269	39
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	40	24	40	24	3982	26
	2007-2008	56	30	55	30	3729	25
	2008-2009	44	26	44	26	3556	25
	Cum. Total*	140	27	139	27	11267	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	41	24	41	24	3534	23
	2007-2008	62	34	62	34	3579	24
	2008-2009	41	25	41	24	3356	23
	Cum. Total*	144	28	144	28	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	27.8	49.6	27.8	49.6	28.6	51.1
A. Number	8	14	3.8	47.5	3.8	47.5	3.7	46.3
B. Data	16	29	8.8	55.0	8.8	55.0	8.9	55.6
C. Geometry	12	21	4.3	35.8	4.3	35.8	5.0	41.7
D. Algebra	20	36	11.0	55.0	11.0	55.0	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: MSAD 11
 School: Gardiner Regional Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	167	23	14	59	35	44	26	41	25	841	168	14	36	26	24	841	14471	15	38	25	23	843
Ethnicity																						
African American/Black	3										3						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	0										0						233	27	33	20	21	847
Hispanic	2										2						190	8	31	26	34	836
Caucasian/White	162	23	14	58	36	41	25	40	25	841	163	14	36	25	25	842	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	24	0	0	2	8	3	13	19	79	818	24	0	8	13	79	818	2242	2	12	22	63	824
No	143	23	16	57	40	41	29	22	15	845	144	16	40	28	15	845	12229	17	42	25	16	846
Current LEP																						
Yes	0										0						336	6	18	26	51	829
No	167	23	14	59	35	44	26	41	25	841	168	14	36	26	24	841	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	61	4	7	13	21	18	30	26	43	832	61	7	21	30	43	832	5270	6	30	28	36	835
No	106	19	18	46	43	26	25	15	14	847	107	18	44	24	14	847	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	167	23	14	59	35	44	26	41	25	841	168	14	36	26	24	841	14466	15	38	25	23	843
Gender																						
Female	82	15	18	27	33	20	24	20	24	842	82	18	33	24	24	842	7070	15	39	25	22	843
Male	85	8	9	32	38	24	28	21	25	840	86	9	38	28	24	840	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	5	25	33	37	835
No	167	23	14	59	35	44	26	41	25	841	168	14	36	26	24	841	13614	15	38	24	22	843
Gifted/talented program																						
Yes	0										0						700	68	27	3	1	866
No	167	23	14	59	35	44	26	41	25	841	168	14	36	26	24	841	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: MSAD 11
School: Gardiner Regional Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	17	1	17	4	67	818	4	0	17	17	67	818	8	8	24	24	44	833
B. less than one hour	49	11	14	34	42	20	25	16	20	844	49	13	43	24	20	844	51	12	38	26	23	842
C. one to two hours	44	10	14	24	33	19	26	20	27	840	43	14	33	26	27	840	36	19	40	23	19	845
D. more than two hours	4	2	29	0	0	4	57	1	14	844	4	29	0	57	14	844	5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	17	35	19	40	7	15	5	10	852	29	35	40	15	10	852	28	33	41	15	11	852
B. good	45	6	8	26	35	23	31	20	27	839	45	8	35	31	27	839	45	11	43	25	21	842
C. fair	21	0	0	14	40	10	29	11	31	836	22	0	42	28	31	837	21	3	27	35	35	834
D. poor	4	0	0	0	0	2	29	5	71	823	4	0	0	29	71	823	5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	20	6	18	10	30	9	27	8	24	843	20	18	30	27	24	843	28	23	41	21	15	848
B. They match some of what I have learned.	61	16	16	40	39	22	22	24	24	843	61	16	40	21	23	843	52	13	40	25	21	843
C. They match just a little of what I have learned.	17	1	4	8	29	13	46	6	21	837	17	4	29	46	21	837	16	8	28	30	34	836
D. There is no match.	2	0	0	1	25	0	0	3	75	817	2	0	25	0	75	817	4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	26	3	7	15	35	11	26	14	33	836	26	7	35	26	33	836	32	6	34	29	32	837
B. about the same as my regular schoolwork	59	13	13	39	40	26	27	19	20	843	59	13	41	27	19	843	52	13	41	25	20	843
C. easier than my regular schoolwork	15	7	29	4	17	5	21	8	33	843	15	29	17	21	33	843	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	32	6	12	24	46	11	21	11	21	842	32	12	46	21	21	842	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	56	17	18	31	34	23	25	21	23	843	56	18	34	25	23	843	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	12	0	0	4	21	9	47	6	32	834	12	0	25	45	30	835	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	20	7	21	13	39	4	12	9	27	845	20	21	39	12	27	845	34	18	40	22	20	845
B. two or three days a week	48	14	18	26	33	25	31	15	19	842	48	17	33	31	19	842	35	14	38	26	21	843
C. two or three times each month	24	2	5	16	40	9	23	13	33	838	24	5	40	23	33	838	18	12	37	27	24	841
D. never or almost never	8	0	0	4	29	6	43	4	29	835	8	0	29	43	29	835	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	4	0	0	1	14	3	43	3	43	833	4	0	14	43	43	833	9	13	38	23	26	841
B. two or three days a week	42	14	20	25	36	19	27	12	17	845	42	20	36	27	17	845	17	11	37	26	26	841
C. two or three times each month	38	7	11	31	49	19	30	6	10	846	38	11	49	30	10	846	28	15	40	25	20	844
D. never or almost never	16	2	7	2	7	3	11	20	74	822	17	7	11	11	71	824	46	16	36	24	23	843
How do you feel about the following statement?																						
“My knowledge of mathematics will be useful to me as an adult.”																						
A. strongly agree	49	16	20	28	35	15	19	22	27	843	48	20	35	19	27	843	52	19	41	22	18	846
B. agree	45	7	9	29	39	22	29	17	23	840	45	9	39	29	23	840	39	11	35	27	27	840
C. disagree	6	0	0	2	20	6	60	2	20	837	6	0	20	60	20	837	6	7	28	26	39	835
D. strongly disagree	1	0	0	0	0	1	100	0	0	840	1	0	50	50	0	848	3	4	25	28	43	832
Optional school/SAU question																						
A.	56	0	0	0	0	2	40	3	60	829	56	0	0	40	60	829						
B.	11	0	0	0	0	0	0	1	100	806	11	0	0	0	100	806						
C.	33	0	0	0	0	2	67	1	33	824	33	0	0	67	33	824						
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 8
SAU: MSAD 11
School: Gardiner Regional Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	20	12	21	13	2155	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	77	46	77	46	6687	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	46	28	46	27	3672	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	24	14	24	14	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	30.9	55.2	31.0	55.4	32.0	57.1
D. The Physical Setting	31	55	16.2	52.3	16.3	52.6	17.1	55.2
D1/D2 Earth/Space	17	30	8.9	52.4	8.9	52.4	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	14	25	7.3	52.1	7.3	52.1	7.7	55.0
E. The Living Environment	25	45	14.7	58.8	14.7	58.8	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 8
SAU: MSAD 11
School: Gardiner Regional Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	167	20	12	77	46	46	28	24	14	844	168	13	46	27	14	844	14263	15	47	26	12	846
Ethnicity																						
African American/Black	3										3						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	0										0						230	20	44	23	13	848
Hispanic	2										2						184	9	45	29	16	842
Caucasian/White	162	20	12	75	46	44	27	23	14	844	163	13	46	27	14	844	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	24	0	0	5	21	8	33	11	46	830	24	0	21	33	46	830	2221	3	22	36	38	832
No	143	20	14	72	50	38	27	13	9	846	144	15	50	26	9	847	12042	17	51	24	7	848
Current LEP																						
Yes	0										0						331	4	20	39	37	832
No	167	20	12	77	46	46	28	24	14	844	168	13	46	27	14	844	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	61	4	7	21	34	20	33	16	26	838	61	7	34	33	26	838	5184	6	40	33	21	840
No	106	16	15	56	53	26	25	8	8	848	107	16	52	24	7	848	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	167	20	12	77	46	46	28	24	14	844	168	13	46	27	14	844	14258	15	47	26	12	846
Gender																						
Female	82	11	13	38	46	23	28	10	12	845	82	13	46	28	12	845	6953	14	47	28	11	846
Male	85	9	11	39	46	23	27	14	16	843	86	12	45	27	16	844	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						828	5	35	40	20	839
No	167	20	12	77	46	46	28	24	14	844	168	13	46	27	14	844	13435	16	48	25	12	846
Gifted/talented program																						
Yes	0										0						699	65	34	2	0	865
No	167	20	12	77	46	46	28	24	14	844	168	13	46	27	14	844	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: MSAD 11
School: Gardiner Regional Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	33	0	0	4	67	824	4	0	33	0	67	824	8	8	34	28	30	837
B. less than one hour	49	14	17	37	46	23	28	7	9	847	49	18	45	28	9	848	51	14	48	27	11	846
C. one to two hours	44	4	5	36	49	20	27	13	18	842	43	5	49	27	18	842	36	19	48	24	9	848
D. more than two hours	4	2	29	2	29	3	43	0	0	847	4	29	29	43	0	847	5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	27	4	9	27	60	9	20	5	11	847	27	11	59	20	11	848	23	27	47	17	8	851
B. good	53	14	16	43	49	22	25	9	10	846	52	16	49	25	10	846	53	15	50	26	10	847
C. fair	16	2	7	7	26	13	48	5	19	837	16	7	26	48	19	837	20	4	43	35	18	840
D. poor	4	0	0	0	0	2	29	5	71	823	4	0	0	29	71	823	4	4	27	34	35	834
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	29	6	13	24	50	9	19	9	19	845	29	14	49	18	18	845	26	20	49	23	9	849
B. They match some of what I have learned.	54	11	12	39	43	32	35	9	10	844	54	12	43	35	10	844	51	14	48	26	11	846
C. They match just a little of what I have learned.	14	3	13	12	50	4	17	5	21	843	14	13	50	17	21	843	18	13	44	28	15	844
D. There is no match.	2	0	0	2	50	1	25	1	25	842	2	0	50	25	25	842	4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	22	6	17	12	33	13	36	5	14	844	22	17	33	36	14	844	32	13	45	28	14	844
B. about the same as my regular schoolwork	69	13	12	56	50	31	27	13	12	845	69	12	50	27	12	845	56	15	49	25	11	847
C. easier than my regular schoolwork	9	1	7	7	50	2	14	4	29	838	9	13	47	13	27	840	11	21	43	22	13	847
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	32	6	11	20	38	20	38	7	13	843	32	11	38	38	13	843	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	59	13	13	52	54	23	24	9	9	846	59	14	53	23	9	847	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	9	1	7	4	29	3	21	6	43	836	8	7	29	21	43	836	6	8	36	29	26	839
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	18	2	7	11	38	14	48	2	7	842	17	7	38	48	7	842	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	24	5	13	21	53	6	15	8	20	845	25	15	51	15	20	846	23	17	49	22	12	847
C. the course(s) described in B, plus physics	31	11	22	29	57	8	16	3	6	850	31	22	57	16	6	850	21	31	44	17	7	852
D. a life science and physical science class	27	1	2	16	36	17	38	11	24	837	27	2	36	38	24	837	30	7	46	32	14	842
How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."																						
A. strongly agree	31	10	19	28	54	11	21	3	6	849	32	21	53	21	6	850	27	23	47	20	10	849
B. agree	37	6	10	25	40	18	29	13	21	841	37	10	40	29	21	841	37	14	47	27	12	846
C. disagree	24	4	10	17	43	14	35	5	13	843	24	10	43	35	13	843	25	11	48	29	12	845
D. strongly disagree	8	0	0	7	54	3	23	3	23	842	8	0	54	23	23	842	11	9	44	31	17	842
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	34	8	14	28	50	14	25	6	11	847	34	16	49	25	11	847	31	22	46	22	10	849
B. agree	50	11	13	37	45	24	29	11	13	844	49	13	45	29	13	844	50	14	49	26	11	846
C. disagree	12	1	5	9	45	7	35	3	15	842	12	5	45	35	15	842	14	9	45	31	15	843
D. strongly disagree	5	0	0	3	38	1	13	4	50	833	5	0	38	13	50	833	5	3	38	34	25	837
Optional school/SAU question																						
A.	56	0	0	1	20	2	40	2	40	832	56	0	20	40	40	832						
B.	11	0	0	0	0	0	0	1	100	814	11	0	0	0	100	814						
C.	33	0	0	1	33	0	0	2	67	831	33	0	33	0	67	831						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number